**Lit & Soc – Writer’s Revision Sheet**

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| Original  (what you wrote) | Revision  (how it changed after feedback) | Explanation/Rule  (catchy way to remember next time) |
| Genre 1 (ex)– “student’s are happy” | “students are happy” | **p**ossession, not **p**lural |
| Genre 2 (ex)– red and green border | Red and black border  (less Christmas-y) | colors have cultural associations |
| Genre1- “if one label teenagers as…” | “if you label teenagers as…” | Fix WHOLE sentence, not just specific word |
| ProfGenreStep2- “…they had been sheltered…” | “…they were sheltered…” | Keep verb tense consistent |
| ProfGenreStep2- “…by all groups of people; then the awareness of this issue…” | “by all groups of people then the awareness of this issue…” | Don’t add random semi-colons, colons, or commas when you don’t need them |
| Genre 2- “…something wrong with way they…” | “…something wrong with the way they…” | Re-read and add |
| Genre 3- “my mom sure as hell doesn’t care about me, that’s for damn sure!!” | “my mom sure as hell doesn’t care about me!!!” | Don’t repeat concepts |
| Genre 3-“…in front of Amy and me-…” | “…in front of Amy and I…” | If me can stand alone here, use it |
| Genre 3-“…in which I move into too…” | “…in which I moved…” | Choose effective word order and keep consistent verb tense |
| Genre 3- “…are idiots and they don’t…” | “…are idiots, and they don’t” | Connect 2 sentences that can be by themselves with a comma and conjunction |
| Genre 3- “…out of her…” | “…out of here…” | Finish words |
| Genre3- “I got up and just before I was about to leave she asked me something, something that made me smile, I haven’t smiled for such a long time, I missed that feeling.” | “I got up, and just before I was about to leave she asked me something, something that made me smile. I haven’t smiled for such a long time, I missed that feeling.” | Fix run-on sentences. Break into more than one |
| Genre 3- “I’m actually to doing really well.” | “I’m actually doing really well.” | Don’t add extra words |
| ProfGenreStep3- “…the corresponding effects. 88.20%...” | “…the corresponding effects; 88.2%...” | Combine sentences so fragment sentences don’t exist |
| ProfGenreStep3-“effects” | “affects” | Difference b/w affect and effect |
| ProfGenreStep3-“...change home they view themselves…” | “…change the way they view themselves…” | Type better! |
| ProfGenreStep3- “teenagers cirmcumstances” | “teenagers’ circumstances” | Possession |
| ProfGenreStep3-“…you support…” | “…society supports…” | Don’t use “you” |
| PortfolioRef-“…P.A.G.E. model…” | “…P.A.G.E. heuristic…” | Word choice |
| PortfolioRef-“...other students; to write…” | “other students: to write…” | ; connects stand-alone sentences  : connects stand-alone sent. to explanation |
| PortfolioRef-“use” | “used” | Keep consistent verb tense |